

PLC Guide: The following is a sample protocol that school-wide or teacher PLC teams might use to analyze informational text. This should take approximately 45-60 minutes.

Topic for Discussion: Text Analysis of Informational Text

EQ: How do we prepare to craft and deliver instruction around a piece of text?

Step 1:	<p>Download the Text Analysis presentation from the “For Leaders” section of the TNCore website at www.tncore.org.</p> <p>PRIOR: Provide participants a copy of the text “Online Learning” to read prior to the meeting. Ask teachers to annotate the text, noting anything that stands out to them.</p>
Step 2:	<ol style="list-style-type: none"> 1. Provide participants with a copy of “An Introduction to Informational Textual Analysis: Read as a Reader, not as a Teacher.” 2. Provide participants time to read the document, focusing on the three types of questions: literal, evaluative, and metaphorical. The facilitator will show the Venn Diagram slide and discuss that all readers use all three levels at one time when reading. 3. The participants will be given chart paper to create their own Venn Diagram to fill in using the text, “Online Learning”. The participants will answer the three anchor questions (one from each level) using the text. They should be reminded to use the document for more specific guiding points.
Step 3:	<ol style="list-style-type: none"> 1. Use PowerPoint presentation regarding text complexity analysis. Be sure and include the four-step process: <ol style="list-style-type: none"> A. Determine the quantitative measures of the text. B. Analyze the qualitative measures of the text. C. Reflect upon the reader and task considerations. D. Recommend placement in the appropriate text complexity band. 2. Provide participants the opportunity to reflect on the information focused on the following questions: <p>Does the reader possess the necessary attention to read and comprehend the texts to be used this year?</p> <p>Will the reader understand the purpose of task and text? (skimming, studying to retain content, close reading for analysis, etc.)?</p> <p>Will the complexity of any before-, during-, or after-reading tasks associated with texts interfere with the reading experience?</p>

Step 4:	<p>Discuss the following questions:</p> <p>How do we ensure that we do not sacrifice the assignment of difficult, complex texts for easier, more relatable text, in an effort to increase engagement and create interest in reading?</p> <p>How do we balance “supports” such as text features but provide opportunities for students to learn to negotiate difficult text independently?</p>
Step 5	<p>During the 2015-2016 school year, participants will meet to discuss text selections using the Text Complexity Analysis document to ensure multiple measures are reviewed prior to students reading the text.</p>

